

Literature: _____

Group members: _____

Preliminary Thesis (submitted on time): _____/15

Research (*Annotated Bibliography*)

___/30	Troll	Dreadful	Poor	Acceptable	Exceeds Expectations	Outstanding
Content	0 No bibliography submitted	10 Bibliography entries may simply be a list of hyperlinks or titles; annotations may be non-existent and/or over-simplified or incomplete.	12 Few bibliography entries include author, title, and appropriate publication information; few annotations include a summary of the information or summaries may be vague and/or no evaluation.	15 Some bibliography entries include author, title, and appropriate publication information; Annotations include a somewhat thorough summary of the information and/or a somewhat thorough evaluation of the source.	18 Most bibliography entries include author, title, and appropriate publication information; Annotations include a mostly thorough summary of the information and/or a mostly thorough evaluation of the source.	20 All bibliography entries include author, title, and appropriate publication information; all annotations include a thorough summary of the information and a thorough evaluation of the source.
Format and Conventions	0 No bibliography submitted	5 Errors are so frequent they distract from the information.	6 Few bibliography entries are double-spaced and employ a hanging indent; bibliography does not employ proper spelling, punctuation, capitalization, and use of italics/underlining. Few annotations are single-spaced and do not employ proper spelling, punctuation, capitalization, and use of italics/underlining.	7 Some bibliography entries are double-spaced and employ a hanging indent; Bibliography somewhat employs proper spelling, punctuation, capitalization, and use of italics/underlining, with frequent errors. Some annotations are single-spaced and somewhat employ proper spelling, punctuation, capitalization, and use of italics/underlining, with frequent errors.	9 Most bibliography entries are double-spaced and employ a hanging indent; Bibliography mostly employs proper spelling, punctuation, capitalization, and use of italics/underlining, with moderate errors; All annotations are single-spaced and mostly employ proper spelling, punctuation, capitalization, and use of italics/underlining, with moderate errors.	10 All bibliography entries are double-spaced and employ a hanging indent; Bibliography employs proper spelling, punctuation, capitalization, and use of italics/underlining, with few or no errors; All annotations are single-spaced and employ proper spelling, punctuation, capitalization, and use of italics/underlining, with few or no errors.

Thesis Defense

____/75	Troll	Dreadful	Poor	Acceptable	Exceeds Expectations	Outstanding
Introduction	0 No presentation given	8 Introduction may be non-existent/simply be thesis; thesis fails to connect microcosm of the literature to the macrocosm of the prompt.	10 Introduction does not use an advanced strategy to garner audience attention, may simply be inverted pyramid; thesis vaguely connects microcosm of the literature to the macrocosm of the prompt.	13 Introduction uses a strategy (extendend metaphor, allusion, paradox, smattering, etc) to garner audience attention, somewhat leads to thesis; thesis somewhat connects microcosm of the literature to the macrocosm of the prompt.	14 Introduction somewhat effectively uses an advanced strategy (extendend metaphor, allusion, paradox, smattering, etc) to garner audience attention, clearly and/or smoothly leads to thesis; thesis mostly connects microcosm of the literature to the macrocosm of the prompt	15 Introduction effectively uses an advanced strategy (extendend metaphor, allusion, paradox, smattering, etc) to garner audience attention, clearly and smoothly leads to thesis; thesis clearly connects microcosm of the literature to the macrocosm of the prompt
Body	0 No presentation given	15 Body incorporates examples and/or pictures/video from primary and/or secondary sources, but they may be too few or irrelevant; mostly fails to tie examples to thesis; organization may be distracting to the development of the thesis	20 Body incorporates examples from primary and/or secondary sources, but they may be irrelevant; ties examples to thesis in a superficial manner non-specific to the example; organization may be simplified and non-specific to the argument	24 Body incorporates examples from primary and/or secondary sources, but they may be too few; ties examples to thesis but may be vague in its connection; organization is somewhat cohesive and fluid.	27 Body incorporates multiple mostly relevant examples from primary and/ or secondary sources, thoroughly and/or clearly ties examples to thesis; organization is mostly cohesive and fluid.	30 Body incorporates multiple relevant examples from primary and secondary sources, thoroughly and clearly ties examples to thesis; organization is cohesive and fluid, advancing the argument.
Conclusion	0 No presentation given	8 Conclusion may be abrupt or off-prompt.	10 Conclusion may simply summarize or restate thesis, fails to connect to the introduction.	13 Students somewhat draw conclusion, somewhat elaborating on the thesis and/or connecting to the introduction.	14 Students mostly draw conclusion, mostly elaborating on the thesis and/or connecting clearly to the introduction.	15 Students draw clear conclusion, thoroughly elaborating on the thesis and connecting clearly to the introduction
Visual Aids	0 No visual aids	8 Visual aids are not relevant to the content, perhaps distracting to the content; conventional errors are so great as to distract from the presentation; students fail to integrate visual aids into the presentation.	10 Visual aids are relevant to the content, but may not embellishing the content, and/or employ some conventional errors, such as misspellings, grammatical mistakes, etc.; students integrate visual aids into the presentation, but may be as an afterthought or disjointedly.	13 Visual aids are somewhat relevant to the content, somewhat exemplifying and/or embellishing the content, and/or employ some conventional errors, such as misspellings, grammatical mistakes, etc.; students integrate visual aids somewhat seamlessly and/or appropriately into the presentation.	14 Visual aids are mostly relevant to the content, mostly exemplifying and/or embellishing the content, and employ few conventional errors, such as misspellings, grammatical mistakes, etc.; students integrate visual aids seamlessly and/or appropriately into the presentation.	15 Visual aids are clearly relevant to the content, exemplifying and embellishing the content, and employ no conventional errors, such as misspellings, grammatical mistakes, etc.; students integrate visual aids seamlessly and appropriately into the presentation.

Written Review

____/60	Troll	Dreadful	Poor	Acceptable	Exceeds Expectations	Outstanding
Format	0 No review submitted	8 Review is not written in column format, is not the appropriate length, fails to incorporate a variety of extras including advertisements, graphics, etc.	9 Review is not written in column format, is 4-7 paragraphs in length, incorporates few extras including advertisements, graphics, etc.	12 Review is written in column format, is 4-7 paragraphs in length, incorporates moderate extras including advertisements, graphics, etc.	14 Review is written in column format, is 4-7 paragraphs in length, incorporates some extras including advertisements, graphics, etc.	15 Review is written in column format, is 4-7 paragraphs in length, incorporates a variety of extras including advertisements, graphics, etc.
Content	0 No review submitted	28 Review fails to critique performance, failing to focus specifically on elements of film and fiction both written and performed; employs mechanics and grammar with multiple errors; does not vary syntax and diction appropriate to journalistic/editorial writing	32 Review critiques performance, focusing somewhat on elements of film and fiction both written and performed; employs mechanics and grammar with some errors; varies syntax and diction somewhat appropriate to journalistic/editorial writing	36 Review critiques performance, focusing moderately on elements of film and fiction both written and performed; employs mechanics and grammar with moderate errors; varies syntax and diction moderately appropriate to journalistic/editorial writing	43 Review critiques performance, focusing mostly on elements of film and fiction both written and performed; employs mechanics and grammar with few errors; varies syntax and diction mostly appropriate to journalistic/editorial writing	45 Review critiques performance, focusing specifically on elements of film and fiction both written and performed; employs mechanics and grammar with no errors; varies syntax and diction appropriate to journalistic/editorial writing

Poster

____/30	Troll	Dreadful	Poor	Acceptable	Exceeds Expectations	Outstanding
	0 No poster submitted	15 Poster includes list of no major actors, studio information, rating; poster is not the appropriate size (30" x 48") if printed; artwork/graphic is irrelevant to play and not in ink.	21 Poster includes list of some major actors, studio information, rating; poster is somewhat the appropriate size (30" x 48") if printed; artwork/graphic is somewhat relevant to play and in ink.	24 Poster includes list of some major actors, studio information, rating; poster is the appropriate size (30" x 48") if printed; artwork/graphic is moderately relevant to play and in ink.	27 Poster includes list of most major actors, studio information, rating; poster is close to the appropriate size (30" x 48") if printed; artwork/graphic is mostly relevant to play and in ink.	30 Poster includes list of all major actors, studio information, rating; poster is the appropriate size (30" x 48") if printed; artwork/graphic is specifically relevant to play and in ink.

Trailer

____/60	Troll	Dreadful	Poor	Acceptable	Exceeds Expectations	Outstanding
Length	0 No trailer submitted	5 Trailer runs less than a minute.	7 Trailer runs some of the full time. (1 minute)	8 Trailer runs some of the full time. (2 minutes)	9 Trailer runs most of the full time (3 minutes)	10 Trailer runs the full time (4-5 minutes).
Format	0 No trailer submitted	10 Trailer incorporates poor picture and sound quality, irrelevant graphics, and inaccurate credits (actors, studie, etc.)	13 Trailer incorporates poor picture and sound quality, poor graphics, and somewhat accurate credits (actors, studie, etc.)	16 Trailer incorporates moderate picture and sound quality, moderately relevant graphics, and moderately accurate credits (actors, studie, etc.)	18 Trailer incorporates good picture and sound quality, mostly relevant graphics, and mostly accurate credits (actors, studie, etc.)	20 Trailer seamlessly incorporates excellent picture and sound quality, relevant graphics, and accurate credits (actors, studie, etc.)
Content	0 No trailer submitted	15 Lines are not memorized or are clearly being read from cue cards; the costume and setting are clearly inappropriate to the theme and motif of the literature; the selection of scenes generates no audience interest.	21 Lines are memorized with many errors; the costume and setting are vaguely appropriate to the theme and motif of the literature; the selection of scenes generates little audience interest.	24 Lines are somewhat memorized with some errors; the costume and setting are somewhat appropriate to the theme and motif of the literature; the selection of scenes generates some audience interest.	27 Lines are mostly memorized with few errors; the costume and setting are mostly appropriate to the theme and motif of the literature; the selection of scenes generates audience interest.	30 Lines are memorized with no errors; the costume and setting are clearly appropriate to the theme and motif of the literature; the selection of scenes generates high audience interest.

Presentation

____/30	Troll	Dreadful	Poor	Acceptable	Exceeds Expectations	Outstanding
	0 No presentation given	15 Student volume may be so soft as to distract, tone may be inappropriate to mood, pronunciation and enunciation may be so jumbled as to distract; Presentation reflects no practice in pacing and delivery; Students are dressed inappropriately.	18 Students project with poor volume, use poor tone, employ poor pronunciation and enunciation; Presentation reflects little practice in pacing and delivery; Students are dressed somewhat appropriately.	24 Students project with somewhat appropriate volume, use somewhat appropriate tone, employ somewhat proper pronunciation and enunciation; Presentation somewhat reflects practice in pacing and delivery; Students are dressed somewhat appropriately.	27 Students project with mostly appropriate volume, use mostly appropriate tone, employ mostly proper pronunciation and enunciation; Presentation mostly reflects practice in pacing and delivery; Students are dressed mostly appropriately.	30 Students project with appropriate volume, use appropriate tone, employ proper pronunciation and enunciation; Presentation clearly reflects practice in pacing and delivery; Students are dressed appropriately.